

Coach

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22

28

21

4

16-17

29

32

29

24

19

15

28

27

23

28

20

25

26

29

31

5

30

28

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SCHOLASTIC COACH



Published by CHAS. HUNT, 15 The Clock, St. Cecilia's.
FOOT BALL.

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OCTOBER • 1931 • • • 25c



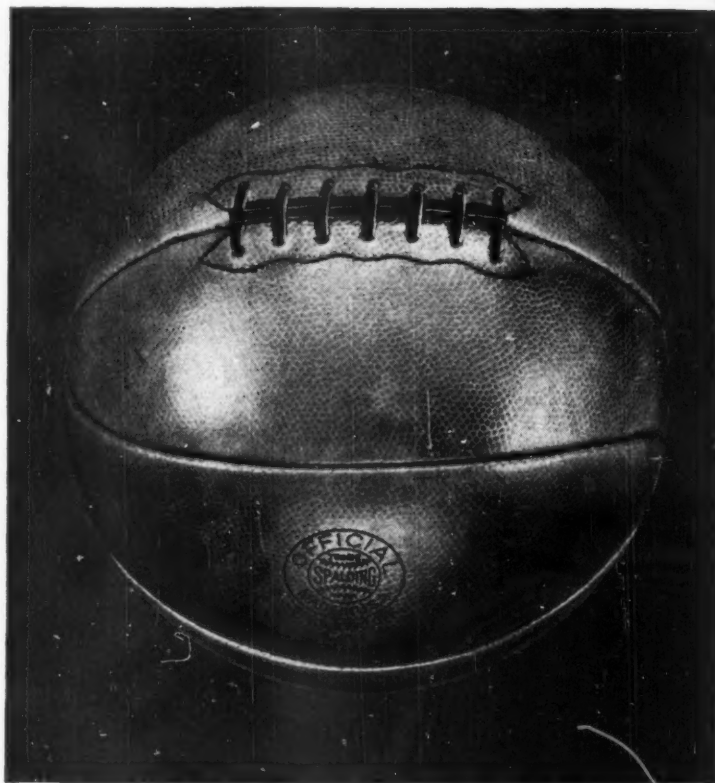
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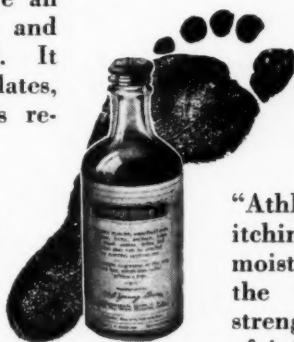
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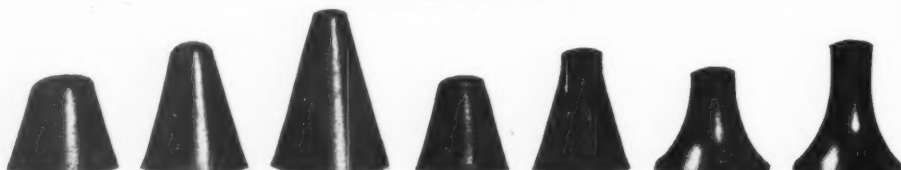


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WE ARE glad about several things that have happened to basketball during the past year. To be more accurate we should say that we are glad of one thing that happened and of one thing that did not happen. We refer to all that talk and waving of arms about eliminating the center-jump. We are happy to see that the center-jump is still with us, for it just wouldn't seem like basketball without it.

You remember how some coaches (maybe you are one of them) wanted to legislate the center-jump right out of the game, and give the ball to the team that didn't score the goal, as a means of resuming play after a goal was made? Coaches famous for their conservatism in other ways shouted loudly for the death of the center-jump. We always suspected that the coaches with the longest shouts had the shortest centers. Perhaps some day half the teams of the land will have very small centers and the other half will have very large and tall centers, and it will so happen that all the teams with the small centers will always be playing the teams having the tall centers. When this happens we can well see how the Rules Committee would be threatened by half the coaches of the land, which would be enough to bring about any change in the rules.

Now the positive basketball gladness which overcomes us every time we think about it is occasioned by the alert and wakeful attitude shown by the Rules Committee by its decision to have on its membership representatives of the high schools. Heretofore the amateur basketball situation has been exclusively in the hands of the A. A. U., the National Collegiate A. A., and the Y. M. C. A. Their representatives formed the Joint Committee which had full authority over all phases of the game except the playing of it, which, as everybody knows, is the only phase worth bothering about. By far the large majority of basketball games are played by high school teams. The Y. M. C. A. invented the game before the Spanish-American War, and bravely saw it through its formative years. But where the Y. M. C. A. once was the only place where many of our boys could play basketball, the schools have come in with their new physical education departments and buildings, to relieve the Y. M. C. A., and other organizations, of much of their basketball responsibility.

As for the A. A. U., this august body is a first class sponsor for track and field, swimming, boxing, handball, weight lifting, and one or two other sports, but there seems to be so few basketball teams left after the colleges, high schools,

EDITORIAL

and Y. M. C. As. have taken theirs, that the A. A. U. is left with a lot of basketball power and no domain.

The colleges deserve their representation on the Rules Committee. It is way past the time for the high schools to get the representation they deserve. Two representatives are not enough.

NIGHT FOOTBALL is a subject we hesitate to take up at this time without first consulting our attorney, and doing a little road work, rope skipping, and practice in dodging the olate spheroids loaded with stones which will surely be aimed at us no matter which stand we take on what the romanticists call "the nocturnal sport".

It seems at this delicate stage of the development that the success of night football will depend on the weather. The hotter the afternoons in your vicinity, the better the health argument to use against opponents of night football. Many schools are trying it as an experiment; if it doesn't pay, there are a number of good uses that the arc lights can be put to. But please don't start a revival of miniature golf with them!

Apologists for night football avoid discussing the commercial side of it as though there were something seamy about it. They like to explain how much better it is for the health of the players in the evening than in the afternoon. Considering what the weather has been around New York these recent Friday and Saturday afternoons we can assure any educator who asks us that if we are going to play football at all we should jolly well rather play it at night. Touch football is our game, however, so that lets us out of the argument.

WHILE on the subject of football, night or day, we want to tell somebody (and you are the victim) how much

we enjoyed the talking football picture, "Spring Training", which Howard Jones of Southern California directed. Mr. Jones, in his coaching togs, is the master of ceremonies, and while the action progresses on the screen his voice is heard telling us all the inside dope. We liked the way Mr. Jones talked and his manner of introducing other coaches and teams that appeared in the picture—among them Dr. Sutherland, Pitt coach; Chick Meehan, N. Y. U. coach; A. A. Stagg, the grand old man of football.

A thing that especially attracted us, like a new toy, was the tackling dummy used by Harvard. The dummy dangles from an overhead arm which extends out from a swivel, an arrangement which allows the dummy to go round and round in a big circle. The players seem to be getting much more satisfaction out of tackling and hitting this circulating dummy than they did out of the standstill-kind. We felt, as we sat looking at it, that everybody in the theater had the desire to rush forward and take a clip at the thing themselves.

SPEAKING of motion pictures, we had the pleasant experience just the other day of seeing a pre-view of the new Universal picture, "The Spirit of Notre Dame", which will soon be at your neighborhood talkie-house. To all whose emotions rise with the crescendo of the football season, we recommend this picture. It is the best visual and audible recording of what Rockne did for football and Notre Dame that could be desired. Its weakness is in the obviousness of its plot: Room-mates who are also rival halfbacks; how the one, kicked off the team, returns to the fray in time to win the Army game, and restore the lost friendship, and, incidentally, the health of another team-mate who is lying critically ill in the South Bend Hospital.

EDITORIAL ADVISORY BOARD

SCHOLASTIC COACH has the pleasure to announce the personnel of its Editorial Advisory Board for the academic year of 1931-1932. The publisher and editor feel that the magazine will be in a better position to fulfill its purpose, which is to serve high school boys and girls through their leaders in recreation, by harking to the counsel and advice of this representative group of educators.

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SCHOLASTIC COACH

Issued monthly for directors and coaches of high school and preparatory school athletics, and instructors in physical education.

VOLUME 1

NUMBER 2

CONTENTS

OCTOBER	1931	PAGE
Editorial	4 and 5	
The Forward Pass By Harry A. Stuhldreher	7	
Reflections of Two Officials Walter R. Okeson, Paul Swaffield	8	
Full Comment on the Basketball Rules By H. V. Porter	9	
Scrim, Scram, Scrummage By Jack Lippert	10	
Restore the Dance By Eugene C. Kelly	11	
From the States	12	
Beginners' Swimming By J. Ray Stewart	13	
Equalization Chart for the Advancement of Sportsmanship in Team Competition	14	
A System of Parity in Playing Strength By Charles F. Foster	15	
The Qualities Fencing Develops By Rene Pinchart	16	
More on Forward Passing By J. Glenn Smith	18	
Sportsmanship on Land and Sea	20	
Out of the Huddle.....	22	
Basketball Fundamentals at a Glance	25	
New Books on the Sportshelf	29	
Index to Advertisers	30	

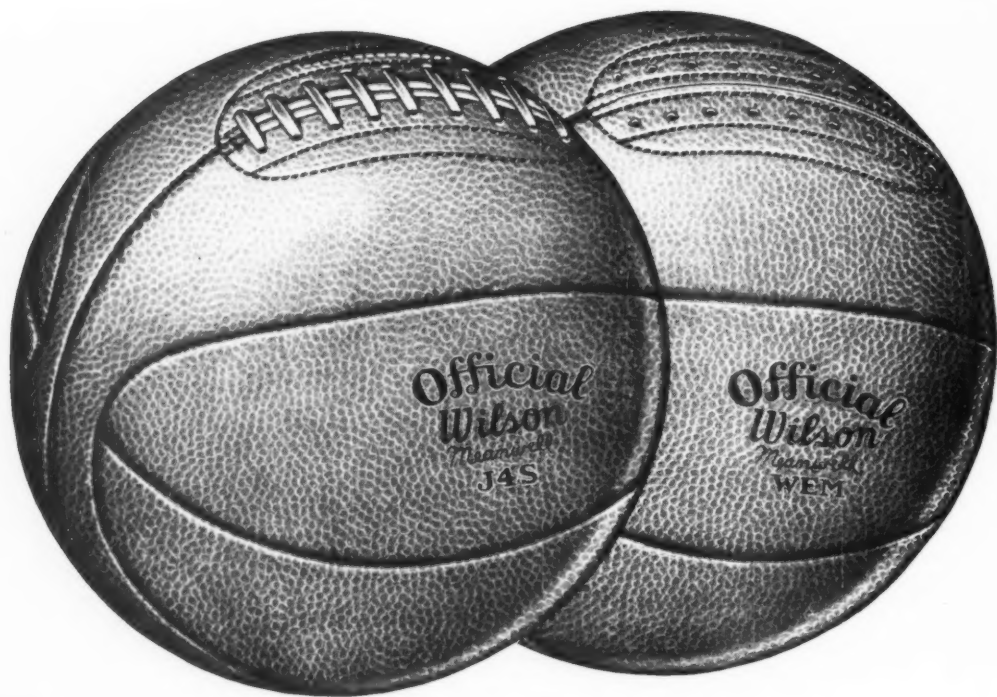
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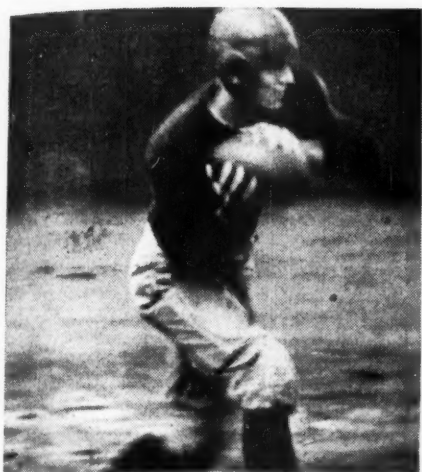
New York

Boston

Los Angeles

San Francisco

Portland



By **HARRY A. STUHLREHER**
Football Coach, Villanova College

THE introduction of the forward pass into the game of football not only popularized the sport but saved it from ruin. In the old days of the hit-and-miss system of football playing, when brawn predominated over brain, it was feared for a time that what was later to become our greatest school and college sport was headed for oblivion. As the result of so many serious injuries each year from the guards' and tackles' back plays, turtle-back plays, and the mass-on-tackle juggernaut, the cry went up for the abolition of football. The rules committee had to act quickly in order to save the game and the only rope they had to throw was the innovation of the forward pass.

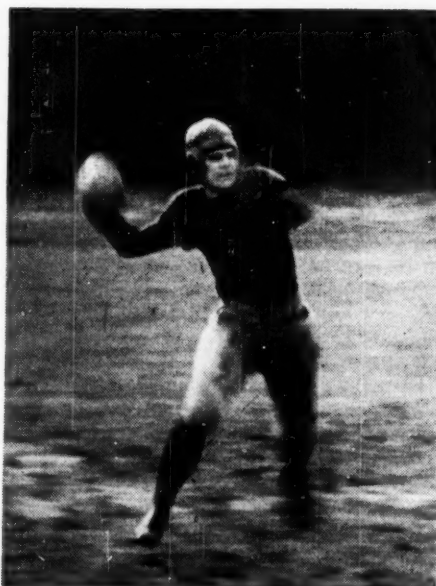
Many now are of the opinion that the pass's rise was meteoric. Little do they realize what a long working process the present finished product had to undergo. At the early period of 1910 there were so many restrictions on forward passing that the coaches could not see their way clear to give it much time. It was used occasionally as a mere threat, being handled very crudely in the end-over-end style of throw to a group of players in the hope that one of them would catch it. Throwing the ball to a spot immediately followed and then retreating the passer a great distance behind the scrimmage line so that he might luckily pick some eligible receiver down the field came next.

The spring of 1912 was the turning point. Many of the restrictions were lifted, making it worth while for the coaches to look into this phase of the game seriously. Wisely, the technique of catching and throwing came up first for experiment. A football expert in St. Louis first conceived the idea that a spiral pass would be more accurate and swifter than that of a volley ball type. It now was put in as an integral part of the play and its success spread everywhere.

What would football be today if it did not have the forward pass? There would be very few thrills to generate the nervous energy in the systems of the spectators. The man in the stadium only

sees the toss, the spin through the air, the probable catch or the incompletion. He doesn't realize the patience that has been so necessary for the execution of that play. We coaches behind the scenes know how heartbreaking it is to have a well conceived passing attack go bad on a moment's notice.

The foundation for a good passing attack rests in the passer. Contrary to the popular belief, a successful passer need not be born. He can easily be made. If the pupil is willing he can develop himself from a very crude thrower to an artistic passer in a comparatively short



space of time. There are many types of passing which may at times be successful even though they are contrary to my technique. In some of these cases no doubt success depended on individual prowess rather than the uniform technique. For instance, there is the flat-hand pass that some football players use entirely. My idea is that this pass should only be used on rainy days when the ball is too wet for a secure grip.

There is the side-arm throw in which type Jimmy Crowley, passing back on the "Four Horsemen" Notre Dame team, now coaching at Michigan State, used most effectively. The type that seems best is the overhand pass, shot straight from the ear and very much like the baseball catcher's throw. By employing this method, the passer is bound to get better accuracy because the pass has to leave at the end of the forward arm swing. It is also used to better advantage on the running pass, too, because all of the action comes solely from the arm.

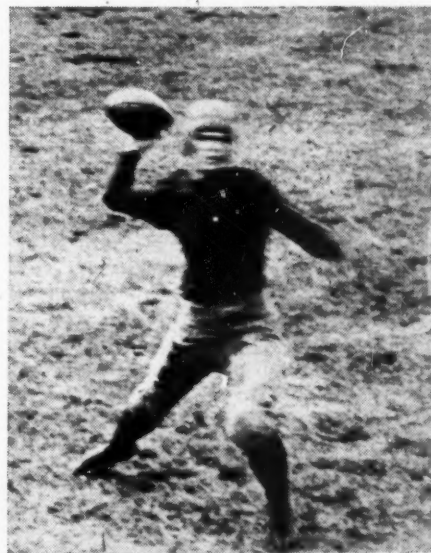
The two other types employ body action as well, and that throws you out of stride

when running. These, too, lose a certain amount of accuracy because the ball can leave at any time during the side-arm arc described in these throws. They are also easier to block by incoming linemen because they are started from a more or less low level while the overhand throw can be shot over the defenders.

I know of some cases where coaches demand big hands before they will turn over the duties of passing to their respective candidates. This, to my mind, is an unfounded theory. A good passer does not use the hand grip but rather digs the fingers into the ball with the palm of his hand entirely relieved from contact. The passer has to develop a sense of touch and control in the last joints of his fingers. Constant practice in handling a ball just with those joints will give the prospective passer the necessary grip. The method of holding the ball is to have the little finger alone on the lace for the spiral effect, the next three fingers with the thumb as steadier and the index finger parallel to the seam, running from the lace to the point about a half inch from that point as the push or power finger. Many theorists may disagree with this method but I have found it to be most practical and easiest to teach. Bo McMillin, one of the best passers the game has ever known, uses very much this same grip with the exception that his forefinger is directly on the point of the ball. To show you what a difference a half-inch makes, I find myself a total loss when I try to throw his pass.

Just as the ball carrier, by means of his deception, is the best blocker on his running plays, so is the passer more successful.

(Continued on page 28)



(From the talking picture "Fundamentals of Football", produced by Electrical Research Products, Inc.)

Reflections of Two Officials

Mr. Okeson Reminds Us of the Right Relationship between Official and Player



By WALTER R. OKESON

Commissioner of Officials for Eastern Colleges

THE relationship between football coaches and football officials should be very much closer than is now the case. The best results in the matter of officiating will never be obtained until the coaches recognize that the officials bear the same relationship to the players during the course of a game that the coaches have to the players during the balance of the week.

The coaches teach the players how the game is to be played and correct their mistakes, and if too many mistakes are made, the coach penalizes the player by

putting someone else in to take his place on the team. On Saturday afternoon when the game starts, the coach is debarred from any communication with the players except between the halves, but the officials carry on the work which the coach has been doing during the week by insisting that the boys play the game according to the rules and when they fail to do so, exact the proper penalty.

The officials, as everyone ought to know, have no more animus toward the players than does the coach. They are as keenly anxious as the coach to have the boys play well and strictly in accordance with the rules. Being human, they occasionally make mistakes, but for that matter, so does the coach.

If the coach would conceive of the officials as his representatives on the field during the course of a game and would impress upon his players that these officials are both honest and efficient and are to be thoroughly trusted, the level of officiating, of playing, and of sportsmanship would be very much higher.

The boys on the field generally reflect the attitude of their coach. If he makes a practice of setting up an alibi for defeat by criticizing the officiating, his players will have no confidence in the officials, and will be continually complaining about them and to them and the officials, instead of being able to attend to the business in hand, will have to expend much of their energy in trying to control the players. If the coach were constantly criticized by his employers in the presence of the members of his squad, his efficiency, too, would be impaired and he would soon lose his usefulness.

Officials should be cool, courteous, and efficient. The schools should try to obtain such officials for their games and, having obtained them, should give them unqualified support in their work. The integrity of the game rests on the work of the officials. If the coach is impatient with them and injudicious and unfair in his remarks about them, the players are likely to be that way to a degree, and every football man knows, too, how the crowd in its partisanship will react in a similar way. Under such circumstances it would take a superman to remain cool, courteous, and efficient.

to the coach to construct an ideal picture of the game for his players, and that picture would necessarily include a respect for the law that makes the game in its present magnitude possible.

Mr. Swaffield Says That the Best Economy in the Long Run Comes from a Thorough Knowledge of the Rules

By PAUL N. SWAFFIELD

[EDITOR'S NOTE: Mr. Swaffield officiates in many of the important scholastic games of the New England sector.]

IN MANY respects, officiating in high school football games is a more difficult assignment than the task of watching over a college game. Many a college game requires little else except "watching over" on the part of the officials, so well trained in the play and so well versed in the rules are the players of the really well coached college team.

A good football player is too preoccupied with the details of legitimate play to permit himself the distraction of intentionally beating the rules. The modern coach has no use for a persistent rule breaker who costs the team valuable yardage through penalties incurred by his indiscretion.

More and more, coaches are coming to have complete confidence in the ability of the officials who handle their games. The coaches, in the main, are content to leave the running of the game, as far as legislation goes, to the officials without any help from the players.

What makes it difficult for the official in many of the scholastic games is that all too many coaches fail to take the time to instill into their players a thorough knowledge and a working application of the rules. This negligence on the part of the coach often places his players at a disadvantage, and many are the situations I could relate which would show the unfortunate position of the player who didn't know the peculiarity of a rule under a circumstance which does not happen every day.

Ignorance of the rules will oftentimes cause players to complain unjustly when penalties come, the reason for which they understand only vaguely (which is enough for them, they think, to base an argument on). Such a querulous attitude leads to unfair criticism of the official and the loss of confidence in the official on the part of the players in the game. Such an attitude tends to distract the players from the real thinking at hand, which is the successful operation of the next play. When their minds are wrought up over something the official has done, they are not so likely to give full attention to the playing of the game itself.

Few boys will maliciously commit fouls who have been given the proper point of view by the coach. The coach who instructs his boys in the best methods for beating the rules is, fortunately, rarely to be found these days. There are still a number of coaches who say things in an excited moment which they would not say under less emotional circumstances, but even then his boys will be able to dismiss the unseemly advice if they know that at heart the coach doesn't feel that way, and would honestly prefer not to win the game by questionable tactics.

The scholastic coach should insist that every one of his players know the rules. He spends hours, weeks, and months teaching his team how to gain ground; certainly he can spare a little time in teaching his players how to avoid losing ground. Penalties have a pernicious way of coming just at the most inopportune moment for the offending team, but many of these annoying setbacks will be avoided by the rule-wise team. It is up

Full Comment on Basketball Rules

By H. V. PORTER

National Federation Rules Representative

An Analysis of the Revised Code by a Representative of the High Schools on the Rules Committee

BASKETBALL is the national game as far as high schools are concerned. Of the approximately 18,000 high school members of State associations of the National Federation of State High School Athletic Associations, at least 95 per cent have basketball teams and play schedules ranging from half a dozen to forty games during a season. On almost any Friday night between the middle of November and the middle of March 200,000 or more high school boys are participating in match games.

It is obvious that the influence of these games is important enough to deserve the attention of educators who represent the State in matters pertaining to the development of its younger citizens. The set of rules which govern the playing of the game is an important factor in determining the extent to which participation is conducive to proper development of body and mind and the adaptability of the game to a school program. The statement that high school administrators should have an active interest in the making of the basketball rules and adequate representation on the rules committee seems axiomatic to those who have thought about the matter. Yet the high schools had no representation on the committee prior to two years ago and it is only during the last year that there has been any concerted effort to determine the wishes of the high school men relative to the rules. This statement is made with no intention of criticising any group. It is offered merely as an item of interest.

In the drawing up of the 1932 rules, Floyd Rowe of Cleveland, Ohio, and the writer represented the high schools on the committee. Coaches and players may be interested in some comments pertaining to the new code and on present trends in basket ball thinking.

Rule Changes

There are thirteen specific changes in the 1931-32 rules. These may be enumerated as follows:

1. Important questions and answers which have heretofore appeared in the back of the rule book are now to be found in the body of the book following the section to which they apply. Since many of these represent interpretations covering points that have given trouble in the past, this should be a worthwhile change which will enable a student of the rules to master a given section without hunting up material in the back of the book.

2. In section 6 of Rule 5 it is recommended that players be num-

bered on the front of the jerseys as well as on the back. This recommendation was made in order to eliminate some of the confusion that is caused when an official is unable to see the number on the back of a shirt. About the only reason for any valid objection to this change is that the use of numbers six inches high would almost eliminate the school name or emblem of the team. However, it is probable that designs will be devised for creating an attractive looking shirt with a space provided in front for both the number and the name or emblem.

In this connection it might be well to state that it was the sentiment of the rules committee that the requirements relative to the size and nature of the number on the back of the shirt should be rigidly enforced.

3. The length of a time-out period is reduced to one minute. In the past, two minutes were allowed. This change is in line with the policy of the committee to reduce, wherever possible, the number and time of interruptions. One of the claims of the few opponents of the game as it is now played is that the great number of interruptions detracts from the interest. It has been claimed that in the average game the procedure is about as follows:

The ball is tossed up. After a few seconds of play the game is stopped and the ball is given to one of the teams out of bounds. It is passed in and after a few more seconds the game is again stopped and the ball is tossed up between two players. After a few more seconds a foul is called and the game is stopped in order that the free throw may be started. This procedure continues throughout the game. It may be that there are some valid points in these objections.

At any rate the committee felt that the shortening of the time-out period to one minute would be a small step in the direction of eliminating some of the time taken up by interruptions. Whether the one minute will give an injured player sufficient time to recuperate remains to be seen.

4. Another change makes it legal to send in a substitute after a ball has been placed in position for a free throw. Heretofore it has been legal to make a substitution whenever the ball has been dead with the exception of the period after the ball had been placed in position for the free throw. It was felt that the elimination of this exception would simplify officiating procedure and that no evils would result from the

change. An official ruling will specify that the scorer must not blow his horn for a substitution while a free-throws is in the act of throwing for a goal.

5. The six-inch alley marks which were recommended for the free-throw lanes last year are now required in the rules. It has been found that the use of such alleys prevents a great deal of crowding while free throws are being made.

6. This year's rule will provide for the ball's being tossed up at center if the free-throws holds the ball longer than the legal ten seconds. This change was made in order to make it impossible for a free-throws to gain an advantage through purposely holding the ball in certain situations. Heretofore the ball was tossed up at the nearer free-throw line if it was held for more than ten seconds.

7. Another change provides that if the ball on the last free throw, following a personal foul, misses both the ring and the basket, the ball is given to the opponents out of bounds at the side. An exception to this is made for throws following a double foul when the ball is dead after the last throw. The purpose of this change is to prevent the situation where a free throw is aimed short or low in order that a teammate might receive the ball and make a field goal. It will be noted that the ball is to be thrown in from the side so that the penalty is exactly the same as if the free-throws, in the opinion of the official, had intentionally missed the basket.

8. The section dealing with overtime games in high schools gave quite a bit of trouble last year because no definite method was specified for deciding a tie game. This year's rules provide that after the second overtime period has been played the game will be decided in favor of the team that first makes two points. These two points might result from a field goal or from two free throws. If only one point is made by team A during the third overtime period and that team then makes one point during the fourth period before the opponent has scored two points, the game will be ended as soon as the second point is made. One clause of this rule makes it legal for teams or organizations to decide on some other ruling relative to the deciding of tie games provided mutual agreement is reached before the beginning of the second overtime period. This rule

(Continued on page 24)

Scrim, Scram, Scrummage

In the Old Days It Was Under-Emphasis
on the Value of Life, Limb and Sanity

By
JACK LIPPETT

UPON seeing the caricature of Robert Cruikshank's which appears on the cover of this issue of *Scholastic Coach*, we were subjected to great rolls of laughter, and the more we looked at the print the more was our amusement at what the artist (born 1790, died 1856) saw as the most characteristic formation of the Rugby football to which our game owes its inception.

The laughter, however, soon subsided into a mild form of indignation, an expression of an unwillingness on our part, like our unwillingness to accept apes as ancestors, to acknowledge any such jumble of arms and legs, or fancy chapeaux and a man on horseback (who might well be the referee!) as the great-great-grandfather of the game we are currently devoted to.

The effect on us was so great as to send us straight to the library to gain the satisfaction which would come upon learning that football was never such an undignified goings-on as Mr. Cruikshank paints it. Alas and alackaday, what was our consternation upon learning that not only was Mr. Cruikshank right, but that he was most sympathetic in his interpretation of the game. The seamy side of it he generously omitted.

He left out the hacking and mauling, the reeling and writhing, though it does appear that it got a little of the shin-kicking into it.

Until 1823 nobody in England (nobody in America was giving attention to football) had done anything with a football except to kick it. That was the natural thing to do, and formed the basis and the body of Association Football from which we get soccer in a pretty direct line of descent. But in 1823 a Rugby schoolboy threw consternation into the hearts of his playmates on the greensward when he caught the oncoming ball *with his hands* and proceeded to run with it in a very beautiful sweep to the left in the direction of a grove. His playmates, after a momentary shock from surprise, did the natural schoolboy thing and began chasing the young inventor, who found in the trees some interference of a quality even we today have not been able to surpass.

Finally, the young Rugbeian was downed, and there in that process, was born the first scrummage. There developed in the following years two schools of football, those that scrummed and those that didn't, but those that scrummed were regarded as the more dare-devil lot, and one look at them in action convinced anyone that this was so.

No better way of showing us the difference between our scrimmage of today and their scrummage of yesterday could be called forth than to recite what the Encyclopedia Britannica says of the scrummage of early football in which no

less than 40, and often as many as 100 players, took part:

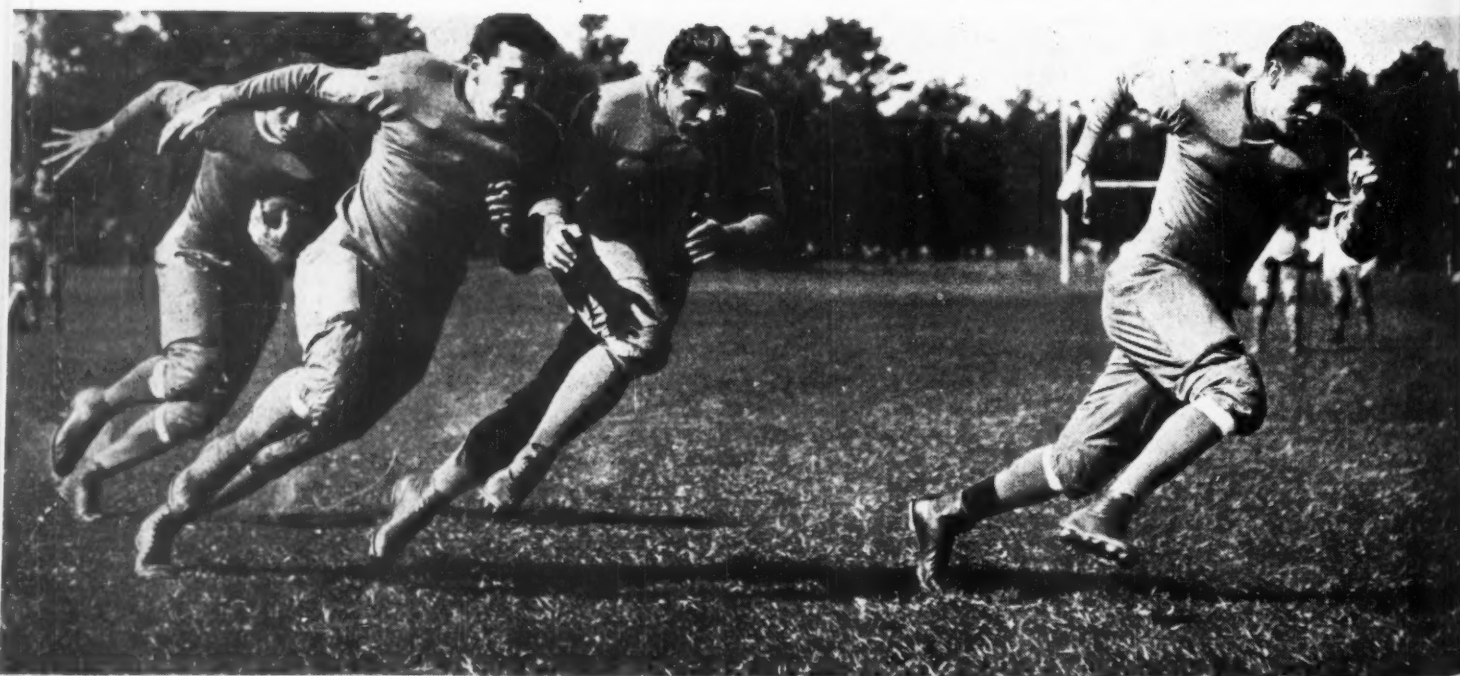
"It consisted mainly of fierce scrummaging in which the bulk of players would be locked and wedged together in a heaving mass, sometimes for ten minutes or more at a time, struggling and kicking for a ball which most of them could not see. Often these scrummages would be continued long after a player outside the scrum had run off with the ball; or sometimes the ball would be found lying still a yard or so away. But one great principle animated the players—that it was immaterial if, in kicking for the ball, they kicked their opponents' shins. . . . Kicking the shins of a player who was running—known as 'hacking over'—became a recognized feature of the play."

The story is told of how the crack back of the Woolwich Academy team, a team noted for its fierce forward play, came through the scrummage and finished off his triumphal progress by kicking a half-back clean off his legs.

Forty-three years after the Rugby lad first ran with a football, the various teams of England reached an agreement prohibiting hacking. This was the second great rule change. Three years after this change was made, in 1869, the first game was played in the United States, Prince-

(Concluded on page 29)

NO SCRUMMERS WE: THE OPEN ROAD TO FOOTBALL THROUGH THE RHYTHM OF MODERN INTERFERENCE



Restore the Dance

By EUGENE C. KELLY

It Is Unfortunate That So Natural and Beautiful a Form of Exercise Is Neglected in Our Schools

DURING the past decade dancing has come to be recognized by leading authorities as a distinct advantage to a modern program of physical education. Yet in the average high school and college curriculum, this activity is conspicuous by its absence. Boys and girls alike should have at least a little training in this subject, for there is no exercise that can equal it in the attraction it holds to those participating, and in the value it has to our physical and mental structures. Being entirely rhythmic in its nature, it can be carried on for longer periods than exercises which are no more strenuous but which bring about fatigue much sooner. There is a strong sense of rhythm which runs through the entire being while dancing, giving a harmony of muscular coördination, a buoyancy of bodily action, that training of no other type can develop so quickly.

Many still insist that dancing of any kind is effeminate, and that its chief purpose should be to develop poise and grace in girls alone. In refutation of this, it is easy to show that dancing has always been the prerogative of the male, rather than the female. The Pyrrhic dance was a primary consideration in the training of the Spartan youth, to whom war was the most important factor of existence. The African cannibals and the American Indians practically confined dancing to the men alone, and even then to the vital elements in their life—war and religion. At the present day, men perform the principal parts in the folk and festival dances of Europe, and in the national dances of Japan, China, and the countries of the Far East. It is plain to see that there is no deep-rooted reason for boys to be thought effeminate if they dance for the sheer love of dancing.

The explanation behind this distorted idea lies in the fact that our modern programs of physical education stress the points of competition and rivalry too much. Competitive sports hold sway so completely that other exercises which

could prove of more value are displeasing to the average boy and girl. The writer sincerely believes that if dancing were to be presented in the right way to the ordinary student of high school age, he would eagerly try to grasp it. It is no secret that when stunt-nights or assem-

dance, the fear of being thought effeminate deters them from participating in an activity which could do them much good. If dancing were to be presented



Smith College Girls Learning Tap Dancing

blies are to be produced by the pupils themselves, they always want to introduce a great deal of dancing into the program. This desire, of course, is a natural one, for the wish to combine bodily action with music into rhythmic motion is inherent in everyone.

Teachers who have observed children of grammar-school age closely, will remark that they particularly delight in the exercises and games that require rhythm in movement, such as skipping, hopping, leaping, etc. The evident conclusion as to boys, then, seems to be that in spite of their natural liking for the

in a manner that would exclude all suggestion of affectation, there is no doubt that boys would take a pronounced interest in it.

More athletic coaches are realizing day by day the distinct advantages to the various sports that dancing, especially tap-dancing, can give. There is no finer way to develop fast, clever footwork that can be applied to any sport, than this method. The highly-developed sense of coördination between mind and muscle that tap-dancing gives, cannot be equalled by training in any sport. This statement

(Continued on page 30)



Boys of Penn State College

(Courtesy Ned Wayburn Studio)

FROM THE STATES

ATHLETIC associations of thirty-one States are now members of the National Federation of State High School Athletic Associations, founded in 1920. A number of other States are knocking at the door. Canadian and Cuban organizations are interested in joining. The following material is gleaned from the official bulletins of some of the State organizations:

WHEN football referees, umpires, linesmen, and field judges get together in conversation they usually turn sooner or later to expressions of opinion on recent games, the conduct and sportsmanship of the coaches, the home crowd, and others concerned in the setting that makes for the football game.

Among themselves they know pretty well what to expect in the way of behavior from the coaches and the crowds, but it is not often that their opinions reach the ears of the coaches and the school administrators. The Nebraska association thought it would be interesting and helpful to know what the officials thought of the schools, and so the officials were asked to rate the schools on the basis of the conduct and sportsmanship displayed by the coaches, the school administrators, and the townspeople of 221 member schools. The results are published in the September issue of the Nebraska High School Athlete, according to the following scale: Superior, above average, average, below average, and very poor. The five schools to receive a rating below average were not exposed in print, but they were notified of their lowly rank by letter.

The large majority of the schools were praised for the fine quality of sportsmanship of all concerned in their games. "The schools and towns have treated us with the best of courtesy", was a typical comment. It is the less typical comment, however, which contributes to the usefulness of the report:

"I rate High School as 'superior', and as far as the fans and players are concerned that opinion stands; but as far as the coach is concerned, I found his sportsmanship this fall very low. I have worked many games for him in the past, and he has always won. This fall he lost, and consequently, it was one of the poorest jobs of officiating he had ever seen."

"The High School has nice crowd sportsmanship but their management of games in regard to starting time, providing head linesman's equipment, etc., is poor. They also have one poor official in every game, putting an extra burden on the other two officials. The school men are all nice fellows, but it appears that they do their economizing on officials. Apparently, the Chamber of Commerce has more to say about the management of games than do the school men. This may have been caused by the fact that the Chamber of Commerce underwrote the installation of lights for night football."

IN OKLAHOMA, as everywhere else, there is much unwritten law. Sometimes this unwritten law gets into writing, and the result, as in a product of the Oklahoma High School Athletic Association, is an enumeration of the following fundamental principles:

1. School athletics are co-curricular rather than extra-curricular activities.

2. Athletics are a method of education.
3. Athletics provide the behavior and character laboratory of the school.
4. Athletics belong equally to the Department of Social Science and the Department of Health and Physical Education.
5. "Do unto the other fellow the way you would like for him to do unto you, and do it first", is the guiding spirit of our inter-school athletics.

A NEW rule now in effect in Pennsylvania requires that member senior and junior high school teams be coached and directed only by teachers regularly certified by the State Department of Public Instruction. These teachers must be employed in a full time teaching capacity by the school district in which they are employed. The rule became effective at the opening of school in September, and applies to assistant coaches as well as head coaches.

AFTER an experiment of one year the Wisconsin Inter-scholastic Athletic Association has found that the athletic accident benefit plan inaugurated on September 1, 1930, clearly demonstrates "the advisability of some form of financial protection for the boys participating in intramural and inter-school competition."

The Wisconsin Association has drawn up the following revised schedule of benefits:

Entire sight of one eye if irrevocably lost.....	\$200.00
Both arms broken above the elbows.....	150.00
Both legs broken above the knees.....	150.00
Both bones of either leg broken between ankle and knee.....	100.00
Both bones of either arm broken between wrist and elbow.....	75.00
Either leg broken above the knee and in cast.....	75.00
Either arm broken above the elbow.....	50.00
Either bone of either leg broken between ankle and knee.....	40.00
Either bone of either arm broken between wrist and elbow.....	35.00
Collar Bone.....	30.00
Broken Nose.....	10.00
Broken Tooth.....	10.00
Broken bone in hand.....	7.50
Broken bone in foot.....	7.50

Benefits on green stick fractures to be half of those listed in schedule.

Radiograph may be required on all injuries scheduled at \$35.00 or more. If X-ray is required on other scheduled injuries an allowance of \$2.00 for each picture will be made in addition to scheduled benefit.

State associations are respectfully requested to send their publications and announcements to the editor of *Scholastic Coach*, 155 East Forty-fourth Street, New York, N. Y. State association officers that have not been receiving *Scholastic Coach* are asked to notify the editor, and the oversight will be corrected.

Beginners' Swimming

Some of the Factors to Be Considered in Converting a Landlubber into an Amphibian

By J. RAY STEWART

American Red Cross Life Guard and Swimming Instructor

PRESENT day physical education brings to us the realization that we should teach every student how to swim. This is evinced by the curriculum requirements in many colleges and universities, and in some cases by the latest developments in the larger high schools where swimming is expected to be mastered.

Many instructors are in somewhat of a quandry as to just what course and what means of procedure will prove most efficient. Since the lessons may occur at infrequent intervals, and since the periods of teaching are often short and further hampered by large and unwieldy classes, this state of mind can well be understood.

If we set about to teach swimming we must have confidence in our ability. Hand in hand with this goes the thought that the pupil must have confidence in us, and undoubtedly we must cause him, sooner or later to have confidence in himself. The effects of confidence are so conducive to quick and yet lasting learning that it is important that our first lessons should be concerned with this supremely important thing. We can first show the pupil how easily one can swim, how at home we feel in the water, how we can carry on a conversation while treading water, how pleasant an experience we find it to be able to make use of the water in such a recreational way. We might swim the length of the pool with slow, easy strokes, making every movement seem effortless. In short, we will create a show for the pupil about to learn to swim. The impressions upon the pupil will undoubtedly be favorable, especially when convinced that by practice he will be able to swim with equal ease.

The instructor will find that the student will progress more rapidly if left to make all attempts without the physical help of the teacher. The supporting-arm type of instruction breeds a lack of self-reliance and is probably as poor in its

way as the method of throwing the beginner in deep water. The teacher should be prepared to hand a pole to the swimmer when the first attempts are made in water above the standing height.

We observe that the weight in the swimmer is centered low in the body, and that this fact causes the nether part of the body to sink first. Hence, the swimming beginner should have this explained

these separately. But for the most part we shall find a camaraderie in the class if the instructor is on his toes and keeps things moving.

We must have all pupils trying for achievement. If some pupils master the first steps before their fellows they should not be forced to uselessly practice the elements till they become monotonous.

The natural tendency for a beginner is

to support himself in shallow water by placing his hands on the bottom while attempting to make progress with his kick. On lake or seashores or in shallow pools we can easily develop the kick in this manner. In deep pools it is first taught from the sitting position on the edge of the tank (when it is possible to dip the feet in the water). In the latter case the pupil sits upright on the edge and kicks from his hips throwing water with pointed toes. This position is a strained one and causes one to work hard to keep from too much knee bending. We now take the



to him so that he will appreciate what you are driving at when you put so much more emphasis on his legs than on his arms. If you leave him to himself it is the arms he will be struggling with, and he will leave the legs to take care of themselves, which they never do. Or rarely ever. We will show our pupil how the legs, when flexed properly, keep the body in a horizontal, or near-horizontal position—and the crux of swimming (aside from the state of mind) is in acquiring this leg power.

Since the flutter kick undoubtedly keeps the lower portion in a truer horizontal plane than the frog or scissors or their modifications we shall work with the flutter kick from the outset. Our policy will be to work for a good kick, if it must be to the exclusion of all work with the arms. In large classes the chances are that a few pupils with serious complexes may be found, and in such instances one may find it advisable to take

pupils from either of these positions to one in the water at the edge of the pool, or if in open water, to the edge of a dock or like bit of construction.

Now, with a solid object to push off from, we have the student progress across the pool, or any like distance, by stiff leg flexions of about ten inches, made from the hips. If we can get the student to keep his legs stiff at the knees he will use the proper movement at the thigh. This is the most important element and the most difficult barrier to overcome. Eventually the knee will bend slightly, especially when the swimmer attempts to make speed. This bend does not have to be taught unless the swimmer has a very unusual kick. Continual kicking practice is necessary and must be stressed at every instruction period, but never should the pupil's interest be allowed to lag because he cannot proceed with arm work.

When the arm movements are brought

(Continued on page 30)

Equalization Chart

For the Advancement of Sportsmanship in Team Competition

Arranged by CHARLES F. FOSTER

COEFF.	AGE	COEFF.	HEIGHT	COEFF.	WEIGHT
3	8	3	48-49	3	50 to 55
4	9	4	50	4	56 to 60
5	10	5	51-52-53	5	61 to 68
6	11 to 11-5	6	54	6	69 to 71
7	11-6 to 11-11	7	55-56	7	72 to 79
8	12 to 12-6	8	57-58	8	80 to 85
9	12-7 to 12-11	9	59	9	86 to 90
10	13 to 13-6	10	60-61	10	91 to 98
11	13-7 to 13-11	11	62	11	99 to 104
12	14 to 14-6	12	63	12	105 to 110
13	14-7 to 14-11	13	64	13	111 to 116
14	15 to 15-6	14	65	14	117 to 122
15	15-7 to 15-11	15	66	15	123 to 126
16	16 to 16-6	16	66	16	127 to 130
17	16-7 to 16-11	17	67	17	131 to 134
18	17 to 17-6	18	67	18	135 to 137
19	17-7 to 17-11	19	68	19	138 to 142
20	18 to 18-6	20	68	20	143 to 147
21	18-7 to 18-11	21	69	21	148 to 152
22	19	22	70	22	153 to 157
23	—	23	71	23	158 to 161
24	—	24	72	24	162 to 165
25	—	25	73	25	166 to 168
26	—	26	74	26	169 to 172
27	—	27	75	27	173 to 175
28	—	—	—	28	176 to 180
29	—	—	—	29	181 to 186
30	—	—	—	30	187 to 192

AGE is taken to the nearest birthday, HEIGHT to the nearest inch, WEIGHT to the nearest pound. A fat boy only 1 or 2 points over a class should receive special consideration.

EXAMPLE: Age—14 yrs., 1 mo. Coefficient 12—Height 62 inches—Coeff. 11. Weight, 120 pounds—Coeff. 14—Sum of Coefficients 37. CLASSES: MIDGETS below Coefficient. Total 14, Cubs 14 to 18, Intermediates 19 to 25, Juniors 26 to 35, Seniors 36 to 45. Second Teams and First Teams over 45. "Varsity" Teams. For football the span of coefficients should NOT EXCEED a 25 or 30 pound range; that is, the team span may be 46 to 58, 48 to 60, etc. In other sports only the age, weight, and height coefficient limit should receive consideration. Upper limits may be 65, 70, 75, etc, by agreement.

A System of Parity in Playing Strength

By CHARLES F. FOSTER

THIS is an explanation of the Equalization System used at the Rivers School, Brookline, Mass., as a basis of fair competition for younger athletic



MR. FOSTER

groups in intramural and extramural athletics, team and individual. It is arranged on the same principle which forbids matching a fly-weight against a heavyweight in boxing or in wrestling, and the happy result is that teams are never

hopelessly outclassed in playing strength.

Every boy is given a numeral coefficient according to age, weight, and height after the fall physical examination at the beginning of the school year. This coefficient is his definite measurement of "playing strength" for the entire school year. It places him in a certain playing group and within a short time spirit and loyalty to his group is established. Group names and spans are listed on the Equalization Chart.

The other schools on Rivers' athletic schedules coöperated to the extent that the following year the Private School Junior Athletic League was organized on a coefficient basis. League representatives meet at the beginning of each season and schedules are arranged and other league business, such as size of playing fields, weight and size of playing material, is concluded in a few minutes. Time, correspondence, and much telephoning is saved. A game arranged for a junior or cub team means a definite group. No further discussion is necessary. Representatives seem imbued with the desire of placing evenly matched teams on the field, sportsmanship prevails and no technical evasions of the spirit of fair play develop. The purpose of the organization is to promulgate equality of competition by selecting opponents of corresponding strength so that both sides may derive the greatest joy from playing an evenly contested game. The system increases interest in sports, in sportsmanship and the physical welfare of the participants is increased. It develops sound traits, coöperation, fair play, honesty, courtesy, justice, loyalty and appreciation. It offers plenty of groups in which different ages and athletic abilities may get exercise and fun. It eliminates discour-

agements of superior or inferior unequal competition; also decreases alibis and injuries. One large private school reported sixteen fractures (not minor) for younger boys in football and only two for boys over sixteen during a six-year period. A canvass of schools with teams in the younger boy league disclosed not a single fracture during a longer period.

The league teams in turn have played other school teams on the coefficient basis and so the system has spread. A list of the coefficients of the visiting team is exchanged with the home team before the games.

Playground activity is required of every boy at Rivers but the playing of any certain sport is not compulsory. A choice of sports is given at the beginning of each season. Emphasis is placed on the intramural league program for squads below the senior group. A few extramural contests are enjoyed near the season's end. In football the intramural teams will use the same signals that will be used later in the games with other schools. The signals are given from a huddle.

In 1927 a sport survey was made to test the popularity of the various sports at Rivers, the comparative test showing that football, the greatest personal contact game, took a big drop in popularity when the limit of the groups playing on the coefficient plan was reached. It was also interesting to note that basket ball, the most popular game in our country, took last place in the school but the interest increased where the game was played on a strict rule basis. The indoor type of game is not popular at Rivers.

Encouraged by the success of the Equalization Plan with the younger groups and enlightened to some extent by the "comparative sport popularity" test, the school in 1928 went further with its plan. The system was applied to first teams with the firm conviction that it would do for them what it had done for junior teams. Rivers withdrew from the Private Day School League and played more than fifteen schools on the coefficient basis in all sports, including all except one of the league teams, this one team being the only team which refused the invitation to play on the coefficient plan during the year.

In sports other than football just an upper coefficient limit was established for the season; but in football upper and lower limits, limiting the span to about twenty-five pounds, were agreed on. This span was varied to meet conditions in other schools. One week it was 45 to 55, the next possibly 50 to 60. This of course

meant a change in the team lineup and that some boys would not play in all games. (In a group of larger schools this variation would be unnecessary.) Some of the schools which played Rivers had a few older and heavier boys on the bench during the game, but what was their loss was the younger and lighter boys' gain and some of the younger boys made good in a surprising way. A few older-heavier boys at Rivers, too far above the upper limits to be considered for the team, helped with assignments in scrimmage, coached other squads or took part in just recreational play. This eliminated the idea of one or two players running wild in practice and games.

During a year of trial we had ample opportunity to study the manner of its working in different branches of sport. Needless to say there were many views as to its advantages and disadvantages, except in two respects: (1) that in all branches of sport it was the fair and safe basis for games played by teams below the "varsity" group; (2) that in "varsity" school football, at least, it was indispensable. Notwithstanding the fact that age, weight, and height are proven advantages in given instances, in games which require greater skills than football, there was no difficulty in staging games in all sports under a strict coefficient limit. The managers were given permission in 1929 to waive the plan, with the exception of football, with a few schools of our size where the rivalry was keen.

In 1929, because of illness, R. W. Rivers resigned as head of the school and the new administrator, coming from the only school that refused to accept an invitation to play "varsity" games on the coefficient basis, abolished the system for "varsity" teams. All groups below the varsity continued on the coefficient basis.

The Equalization Chart coefficients were reached by using a weight-age-height table for boys of school age as a basis for calculation.

This system does not obviate the necessity of playing schools of equal size because a much larger group to select from would probably mean a much stronger team from a given division.

In a large school it is suggested that the Junior division be arranged in an upper and lower group.

The Qualities Fencing Develops

In His Second Article, Mr. Pinchart Discusses the Moral and Physical Values of the Sport, and Also the Technique of Arm Movements

By RENE PINCHART
Coach, American Olympic Team

IT WAS only until comparatively recent times that fencing was known as a sport. The art of defending oneself with sword developed from the early days when it was quite necessary for a gentleman to carry a sword, into a form of training without which no gentleman could consider himself a fit and independent being. There was also the question of one's honor which was symbolized in the blade.

This sport which was an art, and can continue to be such for those whose prowess with the weapon is as great as was any man's in the mediæval days, is enjoying a renaissance among the youth of the civilized world, and especially in the high schools and prep schools of the United States is it receiving a great deal of attention.

Fencing is a noble sport with nothing in its makeup and practice to encourage the wrong traits of character in a person. And, of course, it is first class exercise. Fencing ranks as high, and I could be excused for saying that it ranks highest because of my attachment to it, as tennis, golf, or any of the other individual competitive sports, in the great advantages it has toward bringing out the sportsmanlike nature of a person.

There could be nothing more gratifying to the director of school sports and games than to step into his gymnasium in the winter, or onto the lawn in the spring-time, and see the students paired off in twos practising the movements of fencing.

Of course it will be a long day before this is general, but I think that it will come as more and more the administrators of school sports determine to provide training for their boys and girls which is more than physical exercise, and which they can use as a pastime in later life.

No longer is the idea I have just pictured (fencing for schoolboys and girls) resisted in the United States. Robert Grasson, the enthusiastic Yale coach, has been the greatest influence in the East in developing the art-sport in secondary schools. His time beyond that required at Yale, is completely taken up with the coaching and organizing of fencing classes. He has encouraged competition in all three weapons, and by the fine ability of his Yale fencers has done something which high schools began to take an interest in. The high schools of New York City formed this year a fencing league with fifteen inter-school meetings every week.

To become a good fencer several quali-

ties have to be developed, if they do not already exist in the pupil, and this development will most surely follow if the pupil will stay with the sport and give it a fair chance. One most outstanding that could be called a *qualité morale*, is an attitude of *sang-froid* which grows with each succeeding bout as the pupil becomes accustomed to the thrust of a weapon coming toward him. With the development of this ease under fire the pupil's innate courage rises to lend him the confidence that is necessary if the

but this is not to say that polished fencers will be developed in a short time. It would take years to make a finished fencer of the average pupil, but the essential values of the sport remain whether they are applied to the average pupil or the exceptional pupil. It merely means that the exceptional pupil, who may only have better muscle coördination, will be able to stand up to better advantage in a bout.

In fencing there are many movements which seem complicated and difficult to



Mr. Pinchart's straight attack being parried by a bind on the blade and riposte to his body in a low line. The lunge by Mr. Pinchart is in perfect form. It has great ground-gaining value and a firm foundation in balance, affording him the maximum distance on his arm extension

fencer is really to stand up in competition.

Qualities of the intellect which could be named are: the *science du combat*, which would include dissimulation of your game, camouflaging your movements, the development of a strategy through observation and analysis of what your adversary will do under certain conditions.

The physical qualities which will grow along with the development of those of the heart and mind, are quickness and endurance, and the conditioning of all those muscles, large and small of the whole body, which are constantly in use during the practice periods and the bouts.

Fencing is an individual sport and to get the best results it should be taught to individuals by themselves. But in schools this is impractical, and so the next best thing is to give the instruction in classes. If all pupils in a class will start together, the instructor can bring about appreciable development in a short time,

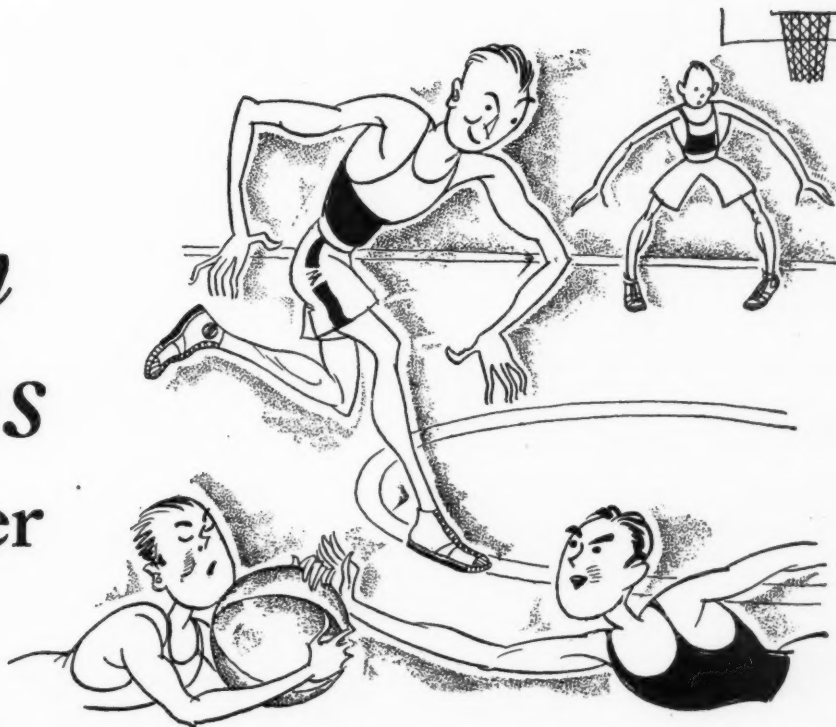
the beginner, and that is merely because they are unfamiliar movements which the pupil has had no occasion to use in his other sports. To name just a few of the, shall I say, unique movements: the on guard position, the lunge, the hand work in all the parries, the wrist-work in beating and binding, the arm work in the extension without lunge.

In the arm extension without lunge it is difficult to thrust forward the arm without moving another part of the body, but it is poor to move any other part of the body. In the first place it is wasted motion, and in the second place the fencer's intentions are not written over every muscle of his body if he uses only those muscles necessary in making the move desired.

To make all the positions effective, the movements must come reflexively and naturally, and to reach this state considerable practice is necessary. The instructor starts with one movement at a time,

(Continued on page 19)

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More on Forward Passing

Mr. Stuhldreher in His Article on Page 7 Advises Placing Only the Little Finger on the Lacing. Here Below Mr. Glenn Smith of Wilkinsburg High School Grips the Ball with All Fingers in Contact with the Lacing

By J. GLENN SMITH

Backfield Coach, Wilkinsburg, Pa., High School

SOME passers are born, but the great majority of them have come by their skill through long and concentrated practice. It takes the patient work of a coach and conscientious effort on the part of the ambitious boy to produce a polished passer. The best results are obtained by working with a few boys in a group, who are eager to learn to pass well. Concentrating on passing technique for an hour each day will turn out from a mediocre back one who, because of his ability to pass accurately, becomes of definite strength to the offense.

A team that has only one good passer and one good receiver is not in a position to go into, and expect results from, a passing game to the extent of the team that can call on more than one of its backs for passing and several of its eligible receivers for actual reception. The eligible (but not capable) receiver who is always a decoy soon becomes known as such to the intelligent secondary-defense men, and he will not be as valuable in his team's scheme of things as he would be if he could be counted on also to catch the ball.

The following is a description of the grip I teach for throwing a straight-to-the-spot spiral pass: Receiving the ball from the center or whoever is giving it to the forward-passer, transfer the ball from both hands (assume that it is the right hand), placing the knuckle of the little finger across one of the laces near the center of the lacing, and three other fingers across the lacing so that their points of contact with the lacing will be along the middle section of the fingers. The grip is more to the rear of the center of the ball than it is at the center, and the thumb, which is the biggest steadying influence, is really "behind" the ball.



During the gripping and adjusting process, the passer must be hustling back into position, starting his retreat as soon as he receives the ball. Carrying the ball in front of him with both hands (aids deception), the passer must not look in the direction in which he intends to pass until

The arm action in forward-passing is that of a catcher pegging to second base. The arm is cocked with the ball behind the head. The passer's weight is mostly on the rear foot at the moment before he dispatches the ball. He can aid his balance by raising his other arm. The throw-



he cocks his arm for the throw. He would do well to look for a hole off tackle, as a further aid in the deception.

If it is to be a spot pass, the passer should hit the bulls-eye; if it is to be a pass taken on the run, he must lead the receiver just enough to make the latter run, as a pass to a man in motion in basket ball. The receiver thus has a running start on the secondary defense, and a good chance for a long gain.

In fading back, the passer should run diagonally. If he runs straight back the play will be too greatly exposed. If he runs parallel to the line of scrimmage, his guards cannot give him the best of protection from defensive linesman. In retreating diagonally, the passer can fake a running play and still the guards can pull out and give him protection.

For short passes the passer should run back about five yards or three strides. For long passes he should run back five or six strides in order to give the receiver enough time to get down the field.

It is profitable to drill your passers on throwing the ball with defensive linesmen charging through and attempting to disconcert the passer, for, as we all know, this happens to our forward-passers more often than it does not in the actual game. ing arm should follow through on its

downward snap. The passer's responsibility is not ended with the throwing of the ball, for in case the pass has been intercepted he must keep on his toes for defense work, because he probably is now the safety man, worse luck.

A coach usually will have no difficulty getting his boys to practice forward passing the ball, because next to punting this is what they like to do best.

Some coaches may consider it a waste of time to allow the linemen to practice throwing forward passes. Perhaps it is, if the coach is trying to find a direct benefit from it. But to allow time for a general barrage of forward-passing with everybody throwing and catching may have its psychological advantages.



The Qualities Fencing Develops

By RENE PINCHART

(Continued from page 16)

and does not combine movements until the pupil has pretty well conditioned his muscles in the manipulation of the single movements. For instance, the beginner should not be expected to advance toward his imaginary adversary and make an arm-extension at the same time until each movement has been thoroughly practiced separately.

In the first article in the September *Scholastic Coach* I wrote of the part the legs play in fencing. Now we want to take up in a brief way the arms, in the hope that one or two helpful hints will be contained in them for the instructor who is not an expert.

The pupil should be taught to assume the on guard position in the seven classical movements. These seven movements are more or less conventional and are derived from the times when the sword was worn in the scabbard. Now as far as fencing goes they have no reason or importance for being, but for class work they are excellent as well as a release for the muscles and the mind and will help in getting order and in aiding coordination.

Observe when working the arms that the work is independent of the rest of the body. The shoulder blades should be well fixed back and the shoulders fixed down. One of the biggest troubles beginners find in fencing which is very difficult to correct is the raising and coming forward of the shoulders with the extension of the arm.

The important arm positions for the beginner to know are the positions of quarte and sixte, which cover the two most important lanes of attack. The quarte, on a right-handed fencer, carries the adversary's blade to your left; the sixte takes it to your right.

The position of sixte is the first that should be taken up, because it is easier to control, although the parry of quarte is easier for the parry (because it is more natural) than the parry of sixte. One has to be in sixte to make the adversary attack in quarte and vice versa.

It should be particularly noted that in the position of sixte the elbow stays inside. This is the only way to go to quarte with only a movement of the forearm and wrist and to hold the arm steady so as not to go far in case the adversary avoids your parry. The nails should be held upwards (supination in this case as it gives better protection). The hand is sustained better, meaning that the hand is held by your own muscles instead of

by resting on the blade of the adversary. This keeps the hand from dropping when the adversary quits the blade.

The parry of sixte beat or beat back should not be tried with the fingers alone. Hold the elbow still and beat with forearm and blade. In a good position of sixte from the point of the blade to the right shoulder should form a straight line passing through wrist and elbow, the point lightly directed to the adversary's body.

In the position of quarte the hand is a little less in supination than in sixte. The point of the blade, the hand, and a point one inch outside of the left shoulder, form a straight line. Keep the elbow down to form an angle more or less oblique with the wrist and forearm. Otherwise the wrist is stiff and the point goes too far out. However, the point has to be a little farther out than in sixte because the right shoulder of the adversary is in front of your left shoulder, and when he attacks in quarte his arm and weapon form a straight line after your parry.

Uses Punt As Weapon Under All Conditions

WHEN the football team of the College of the City of New York punts it is as often as not an attacking gesture, for the C. C. N. Y. coach, Dr. Harold J. Parker, like the late Percy Haughton at Harvard, is given to using it in enemy territory and on first and second downs.

Dr. Parker teaches his boys to kick a low end-over-end punt which strikes the ground early and rolls far, and to place the kick wide and far from the safety man. Said Dr. Parker regarding the punt:

"I was very much pleased when one of my quarterbacks kicked on first down on the 35-yard line of one of our opponents last season. The ball went outside on the 2-yard line. On the next play we blocked a kick and thus got a touchdown with a great deal less expenditure of energy than if we had tried to rush it over. Moreover, we upset our opponent so by the move that we eventually won by a large score.

"We were a touchdown ahead when our quarterback called for the punt and I can't see that anything was to be lost by the maneuver. You know when you get into some one else's territory the defense tightens, your forward passing area is cut down and advancing the ball costs a good deal in energy."

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Sportsmanship on Land and Sea

ALL those who have to do with sports and the playing of games find two recent episodes of a sporting nature held in the United States, and involving British subjects, intensely interesting because of the unusual light they throw upon conceptions of sportsmanship.

The one episode occurred on the tennis courts at Rye, N. Y., where Miss Joan Ridley and Mrs. Elsie Goldman Pittman, two British women, were playing the final-round match for the Eastern turf court championships. After each had won a set, the two women, good friends, came to the net, talked for a few moments while the crowd and umpire speculated as to what they found so important to talk about at such a critical juncture in the match, and then informed the umpire that they both, feeling that they had had enough tennis for the day, had agreed to play no more.

THE other episode, the one in the water, attracted much more attention throughout this country and abroad, and it embraced sportsmanship of a vastly different stripe. It was the speed-boat race on the Detroit River for the Harmsworth Cup, among three boats representing two countries—the Wood brothers, Garfield (Gar) and George, of the United States; and Kaye Don of England.

It was only after a week had passed that the race was to be seen in its true perspective. You will recall the conflicting reports, the denials, the inconsistencies, and finally what sounded like a pretty thin defense of his attitude by Gar Wood.

The race was to be run in heats, one each day over the 30-mile course, for three days if necessary to decide the victor. On the first day there was no trouble, but there was plenty of speed and considerable surprise for Gar Wood who had held the speed-boat championship since 1920, when he brought it over after a victory in England. The Harmsworth trophy (established in 1903) now seemed destined to return to British waters, for in the first heat Kaye Don steered his Miss England II over the finish line more than one mile ahead of Gar Wood in his Miss America IX. George Wood in Miss America VIII, the boat which won the Harmsworth Cup in 1929 with Gar Wood at the wheel, finished in third place, where everyone expected her to.

ALL sorts of records were broken in the first heat. At times, on the straightaways, Miss England II travelled 110 miles per hour; she made 89.913

miles per hour for the thirty miles. Her speed supremacy seemed assured for 1931 at least. All she had to do on the morrow was to repeat her performance, for it was obvious that the American boat had not the speed of her British rival.

But the unexpected happened. The next day, for the second heat, a series of little incidents conspired to throw strange meanings into the word sportsmanship. As the time approached for the start of the second heat, Gar Wood asked for a 45-minute postponement to repair his gas tank. Don would not agree to this for it would have meant that his boat would have to be taken back to the dock and the oil re-heated, and this would have taken more than 45 minutes, and it was getting well along in the afternoon.

Fixing his gas tank as best he could under the circumstances, Gar Wood maneuvered his Miss America VIII out into the river and gave her the gun. It was still many seconds before the signal to start the race, but Gar Wood was living up to his threat, or promise, made after he had lost the first heat, to the effect that he would "lead Don over the line" in the second heat. Gar Wood crossed the starting line nine seconds ahead of time.

DON, seeing the American boat knifing the water at a furious speed now 200 yards ahead of him and already across the starting line, reacted instinctively and gave his own boat the gun. He was four seconds behind Gar Wood in crossing the starting line, but both boats had started illegally (only a five-second leeway is allowed) and consequently they were both disqualified. But they didn't know this at the time. At least Kaye Don didn't know it, that is sure. There is some question as to whether Gar Wood knew what he was doing. By some remarks he is reported to have made, the sporting world came to the conclusion that Gar Wood (who was never known to have beaten the gun before) started prematurely with malice aforethought. Later he denied this, although he admitted that he had said he would lead Don over the starting line—but he said he wanted to do it within the legal allowance of five seconds before the gun.

Of the three boats, only the Americans reached the finish line in the second heat. The English boat, on a turn, leaped from the water like a salmon for a fly, and capsized. Don and his two mechanics came out of the bust-up unhurt. George Wood in the comparatively slow Miss America VIII was awarded the victory for the heat, as being the only boat to legally cover the course.

FOR the third heat the next day only one boat was eligible to compete; that was Miss America VIII, George Wood, driver. Having no alternative in the matter, they thought, the judges allowed the Miss America VIII to go over the thirty-mile course in a solo cruise in order officially to win the race, and retain the cup.

Sportsmen the world over remarked that all chance of such trickery being attempted would have been eliminated had the American side entered only one boat in the race against the one English boat.

A question which came up in the minds of thousands of sportsmen as a result of the Detroit River fiasco, was: "How far can one go in order to win a so-called sporting event?"

That is a question every person will have to answer for himself. One way, and a most effective way, for sportsmen to solve the problem as far as it concerns them is to refuse to play with those who are known to "work the rules" for all they are worth.

George Bernard Shaw has said that the attitude of Englishmen and Americans toward sport is responsible for all the bad traits in these people. We don't believe it, just as we don't believe any generalization. But we do believe that Mr. Shaw is again partially right.—J. L.

SCHOLASTIC, the high school classroom magazine, will present these two "sportsmanship" stories to the high school boys and girls of the country, and invite them to write their comments or essays on them, or on any other angle of sportsmanship. Their comment will in a large way reflect the thinking about sportsmanship that is going on among our youth today, and what the philosophy of sports is likely to be in the next generation. The essays are not to exceed 300 words. Prizes of sports equipment and sports books will be awarded to those submitting the best comment, in the opinion of the judges who are three members of the Sportsmanship Brotherhood.

The judges will base their decisions on the quality of composition and the logic expressed by the young writers. The judges will not, of course, use their own conception of sportsmanship as a basis for judging the essays. They, furthermore, realize that what is ethical in one sport is taboo in another, and this discrepancy, if it may be called such, is also brought to the mind of the writers in the instructions which they are expected to read before taking their typewriters in hand. Those desiring to refer to the announcement of the contest will find it in the October 17 issue of *Scholastic*.

Gym-floor Jump

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Out of the Huddle

COACH FRANCIS A. SCHMIDT of Texas Christian University has offered a suggestion to the Texas Inter-scholastic League which will probably be an important topic of discussion at the next meeting of the scholastic body. Schmidt emphasizes the need of a ban on early football practice in high schools, urging scholastic grid bodies to follow the colleges in setting a deadline on the opening of practice.

Many high schools have wealthy followers who furnish their favorites with training camps. Some of the strong teams open camp during the middle of August. Three or four weeks of early drills find the favored teams hardened for their first games and give them an advantage over the less fortunate. As a result, the smoothly-polished teams get the jump in the early games and are seldom overtaken.

The scorching suns of September and October are driving high school football teams under the lights in Texas. Night play, which came into vogue last year and which proved to be a pronounced success, has become so firmly established that a large majority of the major high school games in Texas and Oklahoma will be played after dark this fall.

Players and spectators alike welcome the revolution. The torrid heat which generally continues through October has always held attendance at high school games to a low mark as well as prevented players from performing at their expected speed. Experiments last season under the lights left coaches with the unanimous opinion that players could perform a better brand of football at night than under the sweltering sun.

In southwestern cities where night football was played last year the attendance more than doubled, statistics reveal. Numerous other fields are being lighted this fall. In several major cities where parks are equipped for night baseball the school heads have rented the stadiums and set up gridirons.

NIGHT football was inaugurated in Indiana two years ago by Clinton, Ind., high, and since that time it has had a meteoric rise.

Of the some thirty member schools in the Wabash valley association, which covers a radius of sixty miles about Terre Haute, having grid teams in the field,

nine have installed lighting systems for night football.

Other schools in the association are completing arrangements to install lighting equipment, and it is thought that the number of schools now using night football will be doubled by the opening of the 1932 season.

Changes in the climatic conditions in this section have been instrumental in the rise of night football in high school athletics. "Football weather" no longer comes to aid the opening of the football campaigns of the present, and for this reason school officials have been forced to seek some measure of relief for both the athlete and the spectator.

In working under a scorching sun during the September and October games, the athlete faces a heavy handicap, and it is hardly possible for him to display his best talent. Coaches throughout this section have also found that their grid-ders lose considerable weight while competing during the hotter days of the early fall.

Member schools of the association have found night football to be a paying proposition. The fact that the games are played after the regular working hours and the atmosphere is more suitable to football may account for the added interest. There are no football games played at night in the Terre Haute section after October.

As most night games are played on Friday, the athlete is given an added day of rest, and there is less chance of the gridder going stale if his physical condition is bettered by night play.

Coach Jerome A. "Jerry" Graf, of Bloomfield (Indiana) High, does not believe in extended football drills, and as a result his Cardinals, champions of the Wabash valley, get home in time to eat dinner with the family each night.

Coach Graf has stated that an hour and one-half was long enough for any team to practice. In the opinion of the Bloomfield mentor, many coaches drive their charges to staleness by long workouts.

"An early start and steady work" is his advice. "There is no need for the athlete to spend so much time on the field and neglect his home life. The parents like to have their son home for the evening meal, and a coach should not take a chance on killing their interest in athletics by claiming all of the time of their son."

JOPLIN, Missouri, High School is going back to an all-daylight football schedule after a fling of night football. Games after dark failed to attract the crowds expected, the gridirons afforded slippery footing because of dampness, the ball, consequently, was harder to handle, and it was too cold.

Neosho High School, Missouri, tried a new material for marking off the football field last season. Instead of using the lime mixture, with its burns to athletes and other discomforts, they substituted tripoli, mined almost exclusively at Seneca, Mo. The change proved satisfactory and Neosho now will use it altogether in marking off its field. It is cheaper, has no ill effects, and shows up much plainer.

TO PREVENT the spread of infantile paralysis, approximately seventy high schools in the metropolitan area of Detroit, Mich., were ordered to postpone opening for two weeks by various public health authorities.

The measure was adopted in view of a number of cases of the disease reported to have affected boys and girls of high school age. Every organization having in its membership persons under 20 years of age was urged to discontinue holding meetings during the period recommended.

Practically every club, swimming pool, and similar organization in the metropolitan area was closed. Failure of schools to re-open played havoc with the athletic schedules in football, cross country, and tennis. In many instances it was found necessary to cancel games. Others were postponed indefinitely.

Outside Detroit approximately 600 high schools, 500 of them members of the Michigan High School Athletic Association, began athletic training during the week of Sept. 14.

IN THE Chicago Catholic High School league, practically every one of its fourteen members will play at night. In the south section of the league, St. Rita, with a new athletic field nearing completion, will have a lighting system installed for its 1932 games, according to a report.

In the north section of the Catholic League, St. Philip opened its season by playing St. Ignatius in (*Cont'd page 26*)

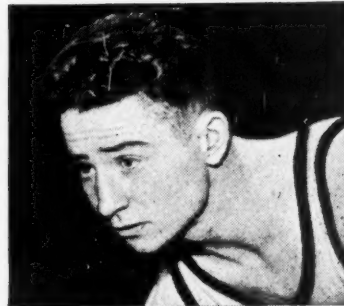
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This season Goodrich offers a new shoe—companion to the famous

"Victory"—featuring a molded sole. Its name is the "Litenfast." Whether you choose the sanded sole of the "Victory" or the molded sole of the new "Litenfast" will be largely a matter of personal preference.

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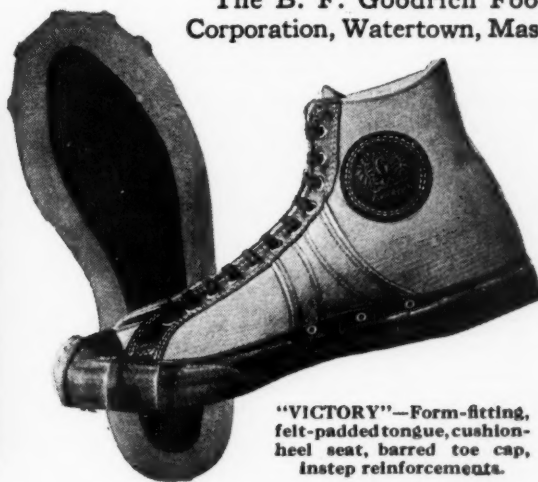
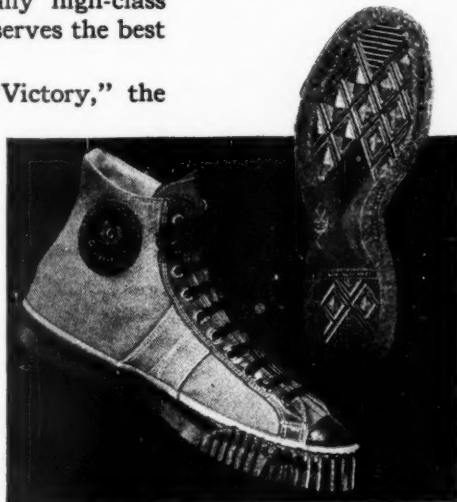
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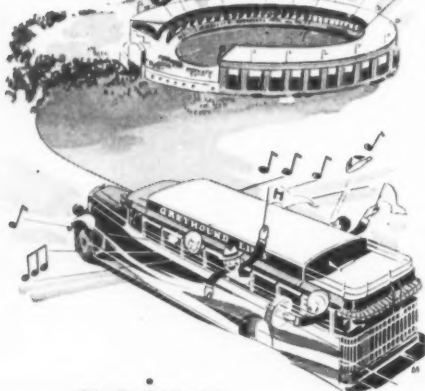
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GREYHOUND

Lines

The Basketball Rules

By H. V. PORTER

(Continued from page 9)

change should be of some benefit to high schools because it definitely takes care of a situation where mutual agreement has not always been reached.

9. A new clause in the free-throw rule makes it illegal for a player to touch the ball if it has left the free-thrower's hands until the ball has hit the ring or the backboard. This provision was made to prevent a tall player from reaching over and interfering with the free-throw or from jumping across the lane lines in order to interfere with the ball.

10. Players this year will be prohibited from standing along the free-throw lanes while technical or double fouls are being thrown unless the throw following the one for such a foul is a throw, after which the ball will be in play. This situation might arise in case a throw for a technical foul is to be followed by a throw for a personal foul.

11. Officials are instructed to disqualify a player who flagrantly fouls a man who is unprotected during or immediately following the act of shooting. This is not a new rule, but the clause is designed to emphasize the necessity for protecting any player who is in a defenseless position.

12. In connection with the rule which instructs the official to call a held ball after it has been held for five seconds in the back-court, there has been some misunderstanding as to what constitutes the back-court. This matter is definitely settled by a statement to the effect that the back-court is the half of the court remote from the player's own basket.

13. A note is added to the substitution rule which makes it necessary for a captain to sanction a substitution before it can legally be made in cases where there is no coach definitely in charge of a team.

Most, if not all of these rule changes, should be of benefit to the high schools as well as to other groups that make use of the rules.

Special Committee Action

In addition to the definite changes that were authorized by the rules committee there were several actions that have already resulted or undoubtedly will result in the near future in significant changes in thinking relative to the game. It was the consensus of opinion that experimentation was needed relative to methods of eliminating the confusion that takes place around a jump ball and relative to the elimination of many of the interruptions that now seem necessary.

Another important action was that having to do with various forms of blocking and with pictorial material to aid in the clarification of the rules. To take care of the last two matters a special sub-

committee was appointed to collect material and to prepare comments for the 1931-32 guide. This committee was made up of: H. V. Porter, 11 S. LaSalle, Chicago, Chairman; W. E. Meanwell, Wisconsin University; F. C. Allen, Kansas University; J. F. Bohler, Washington State College; G. K. Tebell, University of Virginia; W. M. Barber, 24 Broad St., New York City; E. J. Hickox, Y.M.C.A. College, Springfield, Massachusetts.

As a result of the work done by this sub-committee various comments relative to blocking were submitted for further consideration and various action pictures were made up for possible inclusion in future guides.

The substance of the opinions of the men who made a study of the matter of blocking is to the effect that there has been a marked change in sentiment relative to the use of a blocking style of play. Investigation has revealed the fact that almost every good coach has, during the last few years, made use of a type of play which for want of a better term has been called "the legal block". In fact plays of this nature have become so general that it is felt that the rules relative to the matter should be reworded in such a way as to make the rules conform to general practice. The term "legal block" is not a desirable one since a coach who uses a play of this nature has been compelled to regard it as a kind of circumvention of the rules. Players and fans have assumed that the use of such a play is the work of a smart coach who has no regard for the spirit of the rules. Disrespect for the laws of the game is built up as a result. A canvass of many of the leading coaches has revealed the fact that most of them believe that the use of a limited type of blocking has added to rather than detracted from the value of the game.

The opinion is that a player is entitled to any place on the floor if he gets there first. Most of the evils of a block play are not inherent in the style of play but are in the execution. A player who has the ability to pick strategic points on the floor should have credit for intelligence. His strategic place on the floor may be one in which he may receive a pass, or one from which he may be able to throw for a goal, or one which will result in an opponent having to circle around him in order to attempt to intercept a pass. Many players in attempting to occupy too much space in a situation of this kind will illegally use elbows, shoulders, and hips and usually this is what constitutes the foul rather than the taking of a position between an opponent and the ball. Some time ago the writer was discussing this matter with a university coach. A group of the university players was on the floor at the time. They were called over and directed to go through a certain blocking play where one of the team-mates of the man with the ball placed himself in such a position that the guard of the ball-carrier was

compelled to go around him in order to follow the ball-carrier. The blocker in this case invariably used widespread elbows and illegal hip movements in order to prevent the opponent from getting around him. When forced to refrain from these illegal acts the player contended that he was unable to make the play effective. Such cases as this lead one to believe that in administering the rules there is no good reason for trying to eliminate all blocking plays. It is the business of officials, however, to strictly enforce rules relative to the illegal use of elbows, shoulders, and hips, and to strictly enforce the rule relative to personal contact. If blocks or any other type of play result in personal contact usually someone is to blame and just as in the dribble the responsibility is on the dribbler, so in any contact situation resulting from a blocking style of play, the responsibility should be on the man whose team has the ball. It should be noted that this does not give the player of team B the liberty of charging into a man who has been intelligent enough to first reach a strategic place on the floor.

The particular type of blocking play that seems to have been most common during the past year, and the one which consequently has caused most comment, is that which is usually termed the pivot play that occurs so frequently near the free-throw line. In such a situation the pivoter has a right to any spot on the floor that he can reach before another player arrives there. He is entitled to that spot and no opponent should be allowed to make personal contact. However, the pivoter in turning for his pivot must take such a path that had his opponent remained stationary no contact would have been made. It will be seen that this necessitates a sidewise or diagonal movement of the pivoter rather than a direct reverse turn. Here again most of the trouble in this play is caused by wide extension of elbows or arms or extended hips either by the guard or by the pivoter.

Screening

It seemed to be the opinion of the committee that the term "screening" should be adopted to cover certain situations that are involved in a blocking style of play. The exact definition of such a term is one that needs further study and it is probable that the term will in time come to be used to cover more situations than those that are enumerated here. But for the present the comments mention several situations where fouls should be called even though no contact occurs. These include what has been called face blocking and the use of widely extended arms or elbows in front of a man who does not have the ball.

The face blocking form of screening occurs when either a defensive or an offensive player turns his back to the ball, maintains a position between his opponent and the ball by shifting with his opponent with the apparent intention of cutting off his chance of advancing toward the ball or receiving a pass. Officials will be instructed to call a foul in such a situation even though no contact occurs. This is because the man who has

Basketball Fundamentals at a Glance

The first-year men on high school basket ball squads might benefit from having in their possession a transcript of the following sketch of basket ball fundamentals:

HANDLING THE BODY

1. Stopping and starting.
2. Cutting and reversing.
3. Pivoting.
4. Feinting.
5. Held-ball jumping.
6. Leaping for rebounds off boards.
(Timing the leap.)
7. Driving in for the tap on held balls.
8. Guarding.

his face toward, and who is giving his sole attention to the movements of an opponent whose attention is on the ball, has too great an advantage over the opponent. The enforcement of a screening rule would do away with some forms of guarding in a situation where a player "dogs" his opponent and attempts to keep in touch with him by constantly extending his arms toward the opponent.

This comment should have some effect in doing away with the tendency to regard any type of block as something that is taboo.

Pictorial Material

THE pictures which are designed to emphasize certain parts of the rules were made up through the united efforts of members of the committee and several prominent coaches whose regular team members posed for the various situations. It is, of course, difficult to show in still pictures what happens in rapid action on the floor. A number of the pictures used in the guide should be helpful in calling attention to legal and illegal actions. One of these pictures shows a guard with his hand on the chest of the man who is shooting for goal. Claim might be made that this is not a foul unless the guard actually pushes. However, it will be noted that the position of the body of the guard is such that he could have no legitimate reason for having his hand on the shooter unless he had in mind bothering him.

The pictures in the guide are a start along lines that will no doubt result in further development. It is probable that the most satisfactory work along this line would be in the form of moving pictures which would show the action of the players in various troublesome situations. In several sections of the country movements are already on foot to obtain such pictures and various State high school athletic associations and university conferences have started work along this line. It is probable that within the next few years there will be some very valuable films which will encourage uniform interpretations of the rules in all sections of the country.

The activity of the rules committee in making investigations of this kind through permanent sub-committees is certain to have far-reaching results. In the meantime high school coaches can be

HANDLING THE BALL

1. Shooting.
2. Catching the ball.
3. Passing.
4. Feinting.
5. Dribbling.
6. Tapping of ball on held balls.
7. Protection of the ball.
 - a. After recovery off backboard.
 - b. On pivots.
 - c. After dribble.
 - d. Upon intercepting a pass.

NIGHT FOOTBALL IN NEW HAVEN

By Our Correspondent

IN New Haven, Conn., scholastic night football has its champion in Emmons Bowen, coach of the Hillhouse High School team, and its opponent in Walter B. Spencer, principal of the Commercial High School.

Bowen has stated that at least three games will be played at night for experimental purposes, if nothing more.

Then, again, it has been the Hillhouse custom to play Saturday morning games, catering to students who must perforce attend Friday afternoon sessions, and it is obvious that with the Yale College team playing in New Haven on Saturday afternoons, that Saturday morning was the best time for the school team to play its games in past seasons.

In making his announcement definitely eliminating the Commercial team from the night grid picture, Principal Spencer has the following to say: "Night football does not work any hardship on the players, but it does affect them other ways. An outside element will enter into high school football, which is not desired. It may interfere with educational activities, too. It is not in keeping with my educational and athletic ideas and for that reason Commercial will not play at night."

"Personally I think night football is a great idea from a commercial standpoint. It should swell gate receipts considerably. More gate receipts will mean better football in a commercial sense. But it is not for scholastic sport, according to my way of thinking."

"The entire situation can be laid at the door of the Board of Education. They make no provision for athletics such as football, baseball and the like, outside of cutting. By cutting many corners we manage to keep within our means, but support from the Board of Education would solve many problems. Other cities are given support by the educational boards."

of real assistance by giving some thought to what would be desirable along these lines and making their suggestions to their various State athletic organizations so that these organizations in turn may secure action through their rules representatives.

Out of the Huddle

(Continued from page 22)

a night game at Mills Stadium. St. Philip, which played several night contests last season, also scheduled Fenwick High School for a night game.

"I don't see what objection anyone would have to night games", remarked Coach Marvin Adams of St. Philip. "With a good lighting system, the games are just as interesting at night as they are in the afternoon", continued Coach Adams. "Every play is visible from the stands. St. Philip will play several games under the lights at Mills Stadium this year."

In downstate Illinois, practically every institution favors night games. At Moline, Ill., Coach George Seneff will send his team in nine games, five of which will be played at night. All of the games will be staged at Browning Field, home of the Moline Baseball club of the Mississippi Valley league.

At Springfield, Ill., Coach Mark Peterman has arranged eight games. Three of the contests will be played at night at Springfield while two other games also will be held under the lights at Streator, Ill., and Peoria, Ill.

ATHLETIC directors, coaches, and principals of the Chicago Public High School league in a meeting unanimously agreed not to stage night games. There is no objection to night games by league teams playing teams outside the league.

"Many teams of the league, to get practice games on their schedules, must play at night," said A. H. Pritzlaff, secretary of the league. "Crane Tech will travel to Rockford, Ill., to meet Rockford High school under the lights. Others also have night games on their programs for the season."

THE outstanding football game on the Cincinnati high school schedule this year is the one to be played the night of October 10 between Purcell and Woodward high schools, on Carson Field of the University of Cincinnati.

The Junior Chamber of Commerce of Cincinnati has decided to lend its assistance in promoting one big high school game as a sort of climax of the season, and it is the Purcell-Woodward game that is attracting this attention, because of the 1930 records of these schools.

Woodward was runner-up in the public school league, while Purcell won the title in the Greater Cincinnati Catholic High School League.

In Washington, D. C., several moves have been made by coaches and school heads to have night football taken up more generally, but to date their progress has been slight. One of the principal reasons advanced by the opponents

of night football is that it interferes with the studying which the students are expected to do. It is said by the proponents of night football that the games could be held during the week-end, when the student has a wide range of time to do his or her studying.

Three intersectional games are on the schedules of Washington schools. Emerson Prep, on October 17, plays Wenonah Military Academy in New Jersey, and will act as host to Baylor Military Academy at Griffith Stadium in November. Georgetown Prep will go to New Rochelle, N. Y., November 26.

NIGHT football is a success for school-boy teams in the opinion of C. E. Swearingen, former Syracuse University athlete, who is coach of Lakewood High School, near Jamestown, N. Y. His suburban eleven did not lose a single game beneath the floodlights last season and all home games this fall will be played after the sun goes down.

Athletics for all is the motto in Jamestown public schools this year, according to Harry T. Watson, physical director. An extensive program for both boys and girls is being launched in the score of schools, featuring intramural activities of a wide variety.

WHAT to do when it seems that there is not enough equipment to furnish all the fellows who deserve it, all who want it, and all who may prove valuable to the team, if not this year next year, has been settled by Coach A. D. Hurt, coach at the Jefferson Senior High School in Roanoke, Va., simply by letting everyone who has his own equipment come out and stay out, in addition to those forty-five to whom equipment is issued.

The Magician squad, a name derived from the title of Roanoke, the Magic City, was composed of 110 players on the second day of practice, and a coach would have a mighty hard time selecting every man who is worth something to the team out of all that number.

What to do with the large type of squad Jefferson usually has after the first day of practice is a problem which money alone can solve, money with which to employ perhaps two assistants. The Virginia school has one coach, Hurt, who also handles the direction of gym classes as part of the school curriculum.

In Virginia, another subject which rankles in coaches' minds is that some high schools open earlier than others, and that some have spring practices, while others do not. It all depends upon the particular ruling of the league under whose regulations the team happens to play.

TWO of Seattle, Wash., high school coaches are picking up loose change this fall by coaching teams in the Community Football League, a five-team amateur circuit. Leon Brigham (Iowa) is coaching the Atlantics, as well as Garfield High School. Charles Dvorak (Michigan) is coaching the Japanese Association eleven of the Community League. He is coach of Roosevelt High School. Dvorak, incidently, represented the United States as a pole vaulter in the 1904 Olympic Games. His Japanese Association team is probably the only team in the United States which has no use for signals. The rugged Japanese quarterback merely lines up his players, shouts the play in his native tongue, and the battle is on.

What is the well dressed football player of the Pacific northwest wearing? Coach Claude French of Kent High School, Washington, claims his players are garbed in the best style, but Coach Doug Kirk at Franklin High School, Seattle, raises a demurrer. French's teams have won the Puget Sound conference title for three straight seasons. His players have red headguards, white jerseys with red numbers, red pants with white stripes down the back of each leg, white socks, and red shoes.

Kirk's team this season will have bright green jerseys, trimmed in black. Their headguards will be a shiny black. Their pants will be black, with bright green stripes. Green socks and black shoes complete the uniform. The jerseys will be made out of airplane cloth, which is light and especially strong.

Should football players wear socks? Seattle coaches thought not last year. Most of them fielded sockless teams because they figured it was unnecessary for their players to pack around the extra weight. This year finds three coaches presenting teams garbed in light cotton hose. Not only does a team look better in socks, the coaches say, but the cloth prevents troublesome scratches and bruises.

WHEN night football games were started in several parts of the country a few years ago, the Southern Section of the California Interscholastic Federation immediately took up the question as to whether schools under its jurisdiction would be allowed to compete under the arc lights.

At the meeting, it did not take the members of the federation long to put a ban on night games for the prep schools. Since the ruling, no institution has taken to fight against it and has abided strictly by the rule. The Northern Section of the federation does not interfere. There many of the schools are now playing the game at night.

About 110 high schools in Southern California, representing eighteen leagues are now going down the final stretch of preliminary training for the opening of league games in the middle of October. The Los Angeles City League and the Marine League, the latter consisting mostly of schools along the coast, are the largest, each consisting of twelve schools.

The Los Angeles City League officials do not allow the schools in that circuit to play-off for the Southern California championship in any sport. They have many reasons among which are: play-offs make the season too long; too many chances of injuries; takes the boys off studies in concentrating on these games; and it is too strenuous on the athletes of high school age.

R. D. Evans of the Fort Worth Recreation Board, in addressing the Texas Amateur Athletic Federation, told the group that football on the "corner lots" was the one great source of high school football material.

"Youngsters who are still in grade schools gain invaluable experience on the sand-lots", Evans pointed out. "It is here that the love of the game is instilled into the blood of America's youth. The increase in sand-lot football has brought about the rise of interest in high school football just as the decline of baseball on the sand-lots has all but killed that game in high schools. In the past, a high school player seldom starred in his first year. Now, with several years of sand-lot experience, a high school rookie often rises to great heights in his first year."

A few months ago, a Los Angeles golf course put up a \$1,000 purse in a caddy tournament. Most of the caddies are high school students and when Seth Van Patten, Los Angeles Commissioner of the Southern Section of the California Inter-scholastic Federation received word of the tournament, he immediately issued a statement that all boys entering this tourney would lose their amateur standing, thus being made ineligible for inter-scholastic competition. Many of the caddies dropped out of the tournament, upon hearing this.

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The Olympics

High up in the Adirondack Mountains, the picturesque village of Lake Placid is busily preparing for the III Olympic Winter Games, to be held there February 4-13, 1932.

The international contests, which will draw sportsmen from all over the world, will cover four major fields, skiing, skating, hockey, and bob-sledding, and two "demonstrations" as permitted under Olympic rules. The first of these "demonstrations" will be dog-sled racing, a spirited sport indigenous to the North American continent. The second probably will be curling, possibly one-man bob-sled racing.

It is expected that at least 25 nations will compete in the III Olympic Winter Games. Provisions are being made for 600 contestants, 150 officials, and a daily attendance of 8,000 spectators during the games. Of this number, 6,000 will be resident in Lake Placid and adjoining communities and an additional 2,000 is expected to visit the games for the day, making the overnight trip from New York, Boston, and Albany, by special trains or motoring or flying in from Montreal and other nearby cities.

Next Summer

The pageantry and idealism of ancient Greece portrayed within the majestic confines of the Olympic Stadium in Los Angeles by the impressive opening ceremony and "Parade of Nations" will, on Saturday, July 30, 1932, open the games of the Tenth Olympiad and inaugurate a program of sixteen days and nights of competitions among the great athletes of the world.

Something of the magnitude of the program is suggested by the fact that during the sixteen days more than 135 distinct programs of competitions will be held on mornings, afternoons and evenings at nine or more stadiums, auditoriums or water courses. Competitions will be held in the following:

Track and field, boxing, cycling, equestrian sports, fencing, field hockey, gymnastics, modern pentathlon, shooting, rowing, swimming, diving, and water polo, weight-lifting, wrestling, yachting, national demonstration, international demonstration, fine arts.

The Olympic Stadium with a seating capacity of 105,000 will be the center of Olympic activity. In it will be held the opening and closing ceremonies, track and field athletics, gymnastics, field hockey finals, the equestrian events and the demonstrations of national and international sports. In addition to these competitions the first and official announcements of the final results of all Olympic events, regardless of where they are held, will occur several times daily in the Olympic Stadium.

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WOMEN'S DEPARTMENT

Scholastic Coach has the pleasure to announce the publication, beginning with the November issue, of a Women's Department to be edited by Miss Alice W. Frymir.

Miss Frymir's name and work are well known in the field of women's physical education. Her books, "Basketball for Women" and "Track and Field for Women", and her official connection from 1924 through 1930 with national organizations in control of women's athletics, have placed Miss Frymir in a position to speak with authority in this realm.

Formerly the director of the department of athletics for women at Battle Creek College, Miss Frymir served on the National Committee on Women's Athletics of the American Physical Education Association from 1924 to 1927, and as chairman of the Women's Soccer Committee on the Association; and was a member of the track and field Committee from 1927 through 1930.

The Forward Pass

By HARRY A. STUHLREHER

(Continued from page 7)

ful if he covers up well his intent to pass. The day of the give-away pass is over. Formations are no longer used that are essentially based on the pass. Your passes, in order to be an integral part of your offensive manœuvres, have to be incorporated in your regular system of play. The most effective passing plays are direct sequels and take-offs of your running plays. The idea is to make all plays look alike from the start. This will draw the opponents out of position so that a better percentage of the passes will be completed. This has been the main reason for the success of the pass in the game of football.

The passer has to be very cool under fire. Any missed movement will throw him off his rhythm. He has to be careful not to tip off the pass receiver with his eye. A poker face with eyes wandering all over the field before he throws to the ultimate object is always a great help.

The receiver as well has to work out perfectly the sense of deception, change of direction, and change of speed. If he is especially good at this, he can easily outwit the defender. He should use the

baseball catch with the fingers alone, rather than try to roll the ball down from his forearms to a pocket in his chest.

Any number of passing plays can be formulated. This phase of attack will entirely depend on the material at hand, and the pass defense employed by the other team. If you do not have a long passer you have to develop a short-passing game. If your ends are not good receivers, the plays have to be built around your halfbacks catching the throw. When the defense is strictly zone, send two men to that territory, one long and one short, so that the defender may be put into an embarrassing position. Against a strictly man-to-man defense, use passes calling for a change in pace and direction. And, lastly, against the combination man-to-man and zone, use the combination of the above.

After all is said and done, and you have developed passing technique as well as passing plays to fit every defense, remember that the most annoying obstacle to forward pass success is the terrific rushing and hurrying of play by the opponent's line.



Mr. Stuhldreher Demonstrating the Forward Pass to a Group of His Players

NEW BOOKS ON THE SPORTSHELF

THE story of the development of the game of tennis in the United States makes fascinating reading when it is told by the champions themselves. This is the way it has been done in *Fifty Years of Lawn Tennis in the United States* which the United States Lawn Tennis Association has published as a phase of the celebration of the golden jubilee of the game on this side of the Atlantic.

Every champion from the first (Richard D. Sears for the men and Ellen Hansell Allderdice for the women) to the next-to-the-last (John Hope Doeg) has contributed to the 250 pages of this attractive volume. The book just came off the press as the 1931 champion, Ellsworth Vines, was winning his laurels.

Appropriately illustrated, the photographs of the champions show them in action, and the game's most famous shots—the Wrenn overhead, the Hovey smash, the McLoughlin "California Comet" service, the Billy Johnston forehand drive, the Tilden cannonball—are all stopped by the shutter of the camera.

The women who have made tennis history are given equal consideration, and their pens produce some of the most interesting chapters in the book.

The whole narrative is designed to im-

prove your game as well as entertain you, for the champions in writing of themselves reveal what it was besides the inner fire that lifted them to the top of the tennis word.

IN ADDITION to the official text of the football rules and the multitudinous photographs and records of high school and prep school teams, the *Official Interscholastic Football Guide for 1931* (American Sports Publishing Co., Spalding's Athletic Library) contains fifty famous football plays of the 1930 season.

The introduction of these plays, which Parke H. Davis, the editor, culled from thousands he gathered, is what makes the new Interscholastic Guide worth while. Otherwise, it would be, as it was the year before, a cut and dried collection of scores from the four corners of the land.

The Fifty Famous Plays are, without exception, taken from the college gridiron. Rockne, Kipke, Morrison, Alexander, Stuhldreher, Warner, McLaughry, Casey, Zuppke, Killinger, Meehan, and Bachman are among the more noted coaches who took the trouble to diagram one of their best plays and write a few kind words about it.—J. L.

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Scrim, Scram, Scrummage (Concluded from page 10)

ton losing to Rutgers, 6 goals to 4, under the Rules of the London Football Association.

On March 4, 1888, the day Knute Rockne was born in Norway, delegates of five American colleges to the football convention, made the radical change in the rules which did away with the Rugby "scrum", and introduced the balanced formation which we know today.

So when we look at it historically, thus, we are ready to believe in Mr. Cruikshank's facetious drawing, and remain deeply thankful that we are not called upon to retrieve the ball from one of those old-fashioned scrummages.

NAME.....

ADDRESS.....